Degree of Job Alienation Among Academic Department Heads and its Relation to Faculty Members' Level of Seriousness for Work

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A R T I C L E I N F O	A B S T R A C T
	Purpose: The study aimed to identify the degree of job alienation among academic department heads in Jordanian universities; and examine its relationship with faculty members' level of seriousness, to understand if there were differences due to variables like gender and years of experience. **Method:** The correlation descriptive approach was used to analyze the data collected through a validated questionnaire from a study sample of 306 faculty members, during the second semester 2022/2023. **Findings:** The results revealed a high degree of job alienation among heads of academic departments at Jordanian universities, from the point of view of faculty members, and a high and positive correlation between job seriousness and all aspects of job alienation. The results also indicated that differences in the study sample members' views of the degree of job alienation among heads of academic departments in Jordanian universities were influenced by variables of gender and years of experience.

Implications for Research and Practice: The study findings would provide useful insights to academicians and policy makers to give attention to sample members' views of seriousness in work place, depending on gender and years of experience. The study recommends working on the best method of selecting the head of the academic department from among the faculty members who have the experience security, stability, and employment stability.

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Introduction

Job alienation is a phenomenon that affects people in different social patterns and gets worse when work pressures get more intense and workplace conditions get worse. It impacts the relationship between the employee and the organization where he works (Al-Ajmi, 2019; Al-Ghamdi, 2021; Shibl, 2019), mostly due to bureaucratic setups, lack of empowerment, and fewer opportunities of employee satisfaction. Job alienation in business organizations is regarded as a harmful phenomenon with serious consequences for both sides, the employee and the organization, because it has unpleasant outcomes, such as leaving the job (Ibrahim, 2020).

Job alienation might appear in one of two ways if it persists. First, the alienated person tries to move toward innovation and creativity; its effects are positive and must be strengthened; the second is pathological and negative, as it results in lack of strength, a loss of meaning, a loss of standards, isolation, and self-alienation, which is reflected in seriousness in work and a failure to meet expectations, causing the faculty member to experience negative emotions (Al-Shuqairi, 2019; Hijazi, 2016; Merdasi & Maatouq, 2022) support this.

The academic head of the department in a university has the most influence over the attitude of the faculty members. His relationship binds them together on a professional level. The department head's ability to lead is influenced by both his personality and the environment in which he operates. He also plays a crucial role in the development of the faculty members in the department, increasing their scientific and teaching competence by motivating and energizing them and occasionally organizing workshops to discuss various topics. He derives his strength from his position (Al-Mashaqba, 2016).

There are various studies that have examined job alienation in universities, highlighting the causes and consequences of job-alienation. However, there is a dearth of research on the relationship between job alienation and the seriousness of faculty members' work in Jordanian universities. The current study specifically aims to answer the following question: Is there any relationship between faculty members' level of work seriousness and the degree of job alienation among heads of academic departments in Jordanian universities? This question was attributed to the following five research questions:

1. What is the degree of job alienation among heads of academic departments in Jordanian universities from the point of view of their faculty members?
2. Are there statistically significant differences between the arithmetic means of the study sample members' responses with regard to the level of job alienation among heads of academic departments in Jordanian universities from the point of view of their faculty members, due to the variables (gender and years of Experience) at the level of significance (α= 0.05)?
3. What is the level of seriousness in the work of faculty members in Jordanian universities from their point of view?
4. Are there statistically significant differences between the arithmetic means of the study sample participants' responses regarding the seriousness of the work of faculty members in Jordanian universities from their point of view due to the variables (gender and years of experience) at the significance level (α = 0.05)?

5. Is there a statistically significant correlation at the significance level (α = 0.05) between the degree of job alienation and the level of seriousness in work for faculty members in Jordanian universities?

Literature Review

Job Alienation: Its Meaning, Causes and Consequences

Job alienation is described as a psychological condition and a feeling experienced by the employee, which results in the employee's alienation from society and the organization where he works, as well as his lack of enthusiasm for his work. This feeling is represented by loss of control, helplessness, isolation, and distance from oneself, as the employee feels that the organization is no longer the right place for him (Al-Ghamdi, 2021), which leads to the employee's dissatisfaction, stress, trauma and anxiety at work place (Al-Zaben, 2020). This feeling reflects negatively on his skills and commitment and eventually affects his performance (Ibrahim, 2020).

The most frequent causes of job alienation originate from the organization itself. Some of these causes include employers not paying workers enough wages and benefits, a bureaucratic setup and a wide gap between administration and employees, and extensive use of luxuries like expensive cars and high salaries of top management. Due to these factors, employees often feel that the results of their work are not real worth (Al-Ajmi, 2019). In addition, sometimes the failure to achieve organizational justice, or failure to adhere to the management style, or adopt a policy of job rotation, results in an employee's inability to resolve organizational conflicts, resulting in poor social work relations, weak institutional culture and job alienation (Al-Ghamdi, 2021).

Four characteristics of organizational alienation have been listed by Shibl (2019), namely: self-alienation, which occurs when a person is socially alienated, or when they are cut off from the larger work environment; alienation from the product, which is demonstrated when the worker alienates himself from the product and stops doing any physical and mental effort; alienation towards others, which is the individual's alienation from colleagues at work; and alienation from nature, which is the alienation of the worker from the nature of his or her work. Job alienation may also result from individual characteristics of an employee such as low self-esteem and low self-efficacy, in addition to personal, psychological, social and subjective reasons. An employee may be experiencing conflict, deprivation, frustration, and loss of the ability to know oneself realistically. Often a few social, cultural, and economic factors contribute to social inequalities, which lead to the decline of societal norms, generational conflicts over values, unfair treatment, failure to keep up with the rapid advancement of civilization, and socialization disorders.

Job alienation always have serious consequences that negatively impact both individuals and the organization. Various strategies can be adopted to reduce this phenomenon and stop it from spreading within the labor community. Al-Zaben (2020) suggests contribution of the Workers Council and unions, offering suitable conditions and means for workers, allowing them to participate in the decision-making process, providing vocational training, improving the work environment, financial assistance, encouraging entrepreneurship, fostering worker relations, and the worker's acceptance of his profession.

Coping with Job Alienation

Serious people can cope with challenges of job alienation because they exhibit such personality traits that show their seriousness, combined with self-efficacy, status, job beliefs, motivation, and flexibility at work (Saqr, 2015). All these traits help employees to meet the challenge of coping with job alienation. Within the organization, in addition, employees follow certain behavior which reflect these personality traits. These traits are ingrained in their behavior and displayed in the workplace environment (Hamlah, 2019). This type of seriousness of such employees seen in their behavior can be summarized as: (i) commitment and participation: the capacity to participate in meaningful activities rather than withdrawing into oneself and feeling lonely, as well as the capacity to create and coordinate goals; (ii) ability to accept challenges to change: the ability to keep up with changes in the workplace and the challenge itself are both components of the process of change; and (iii) having authority and control to steer a behavior without resorting to violence in situations including linking, giving-and-taking, and controlling (Abdel Halim, 2011).

The most challenging aspect of job alienation that researchers have agreed upon include lack of power, which makes it difficult to cope with this issue. The issue of job alienation is basically one of powerlessness since it captures the feelings of someone who feels powerless to influence what happens at work. As a result of feeling powerless, the person observes himself engaging in actions that do not reflect the real him. There is also loss of meaning, which means the individual's feeling of losing the meaning of life that his existence is meaningless, and his life has become boring, and this feeling of work occurs when a person loses the sense of his attachment to the job roles he performs. Alienation from oneself happens when there is a clear division between a person's individual aptitudes, experiences, and abilities, what occupies him, and the opportunities that are available to him to use these skills, capabilities, and aptitudes. Consequently, when he lacks chances to develop, he becomes alienated from the truth of himself as a result of realizing his potential. This could cause the person to feel dissatisfied with himself and his personal and social identities, as well as a sense of alienation from who he wants to be and how he sees himself in the world (Abdel Samie et al., 2022).

Previous Studies

Numerous studies have examined the issue of job alienation, including Taamneh and AL-Gharaibeh (2014), which demonstrated the influence of job security factors on the sense of alienation on the job as well as the lack of an impact of demographic factors. Hosseinzadeh et al.'s (2014) research discovered a link between fair participation, job satisfaction, and job alienation. The study found out that percentage of alienation was higher in men than in women, and there is a negative correlation between job satisfaction and alienation nor was any relationship between work experience, type of work, or alienation. According to Awang (2017), job-related stress and workload have an impact, and job alienation has a positive impact on lowering workload stress. Çoban et al. (2019) suggested that differences in academics' levels of professional alienation are caused by their years spent working as academics, job titles do not appear to be a factor.

According to Al-Zaben (2020), job alienation has an impact on employees'

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organizational commitment in private Jordanian universities in all of its aspects (relationships with administration, relationships with coworkers, and job climate. Al-Ghamdi (2021) discovered job alienation in the form of dimensions (feeling of helplessness), "self-alienation," "social isolation," and "anomie," in that sequence, respectively. Differences also showed up in the assessment of the self-alienation aspect linked to academic achievement, favoring greater academic achievement. Abdel Hamid (2021), too, discovered that employees in the Egyptian public and private universities included in the study experience an above-average level of job alienation and that there was a direct and indirect relationship between the dimensions of actual human resources procedures and the dimensions of job performance in light of the aspects of job alienation.

There have been numerous studies on coping with job alienation by practicing seriousness in work. For instance, Najeeb (2012) found that employees in physical and artistic education units at University of Mosul have a high degree of seriousness in work, which gave them psychological stability. This suggests that they enjoyed seriousness and positive psychological stability and made a good effect on university sports work. Additionally, there also existed a positive relationship between the degree of seriousness in work and psychological stability. The level of seriousness in work was found positively impacted by increasing psychological stability. Abdel Samie et al. (2022) also found that academic members and support staff at private universities do not perceive all aspects of job alienation. Merdasi and Maatouq (2022) found the quality of work life at the university is low, and its influence on job performance is also low. Kanaan (2018), in order to develop seriousness and cope with job alienation, suggests the faculty to conduct research, assist in administration; besides doing their routine tasks like meeting with students in the classroom, preparing the scientific material, identifying learning resources, and preparing exams.

Methodology

Research Design

In this quantitative research design, the descriptive correlational survey method was used as it enabled the researcher to collect current data about job alienation and its relationship to the seriousness in work in Jordanian universities. The descriptive correlational survey research method also helped in getting a lived experience from a sample of faculty members about job alienation and its relationship to the seriousness of faculty members' work because the descriptive correlational survey method focused on investigating the life experience of people in formal environments like universities.

Sampling

The sample of this study was collected from three public universities in Jordan, namely Yarmouk University from the north, Mu'tah University from the south, and Hashemite University from the center. The stratified random sampling technique was adopted to identify the sample of the study. A majority of the study sample were male, constituting (69%, 211) of the study sample, while (31%, 95) were female. The total sample size was 306 faculty members. The fewer representation of female participants indicates that there are relatively few female employees working in Jordanian universities. In terms of years of

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experience, (146) participants had a work experience of 10 years or more, making up (48%) of the study sample, whereas (104) participants had experience of five to ten years, making up 34% of the total sample. The participants with less than five years of experience numbered 56 and made up 18% of the total sample.

All the participants of the study were asked to complete a consent form indicating their desire to participate. After taking their consent, full information was provided to the participants about its purpose and benefits. Confidentiality and anonymity of the findings was also adhered to. The researcher also obtained an official permission from the Hashemite University to collect data.

Research Instruments

The questionnaire for this study had two parts: the first part focused on measuring job alienation among heads of academic departments, and was based on previous studies (Abdel Hamid, 2021; Abdel Samie et al., 2022; Al-Ghamdi, 2021; Radwan & Abdel Hamid, 2022). The second part measured the level of seriousness in work of faculty members in Jordanian universities and was based on previous studies (Abdel Hamid, 2021; Makhamra, 2018; Merdasi & Maatouq, 2022; Najeeb, 2012). A five-point Likert scale was adopted (5=strongly agree, 4=agree, 3=neutral, 2=disagree, 1=strongly disagree) and a classification plan was used based on the average computerized scores of the scale belonging to three categories: low (1-2.33), medium (2.34-3.67), high (3.68-5).

To verify its validity, the questionnaire was presented in its initial form to a panel of experts to take benefit of their observations in terms of item relevance and appropriateness, item clarity and language accuracy. Panel members were requested to suggest any addition, deletion, or substitution. Based on the experts' feedback, the questionnaire was revised and some modifications were made to bring the instrument in the final form.

To ensure reliability, Cronbach's Alpha was used to assess the internal consistency of the items in the two scales, yielding a value of 0.90 for the items associated with the level of job alienation and 0.94 for the items aimed to assess the level of seriousness in work.

Data Analysis

The study data was analyzed through the correlation coefficient method by measuring the Pearson correlation coefficient. The descriptive statistics were obtained to measure their arithmetic means and standard deviations, t-test, one-way analysis of variance, and post-test LSD.

Results and Discussion

Results of the first question: What is the degree of job alienation among heads of academic departments in Jordanian universities from the point of view of their faculty members?

The arithmetic means and standard deviations were extracted to determine the ranking of the aspects of job alienation, from the responses of the study sample participants. Table 1 presents these results:

Table 1

Means and SD for the Responses of Study Participants Regarding Job Alienation

No	Order	Aspect	Mean	SD	Degree
1	1	Loss of control	4.05	0.71	High
2	2	Loss of meaning	3.95	0.63	High
3	3	Loss of standards	3.90	0.54	high
4	4	Social isolation	3.82	0.64	High
5	5	Non-belonging	3.82	0.66	High
		Overall total	3.91	0.54	high

The results in Table 1 indicate that the degree of job alienation among heads of academic departments in Jordanian universities from the point of view of their faculty members, as a whole and for all aspects, was high, as the overall mean for the aspects reached (3.91). The aspect of loss of control came in first and had a high degree arithmetic mean of (4.05). The second aspect, loss of meaning, also received a high degree with an arithmetic mean of (3.95). The aspect of loss of standards came in third and received a mean of 3.90, which is high. Fourth on the list was the aspect of isolation, which had a high degree and an arithmetic mean of 3.82. The field of non-belonging then achieved an arithmetic mean of 3.82, indicating a high degree.

This result was interpreted by each faculty members empathetically, suggesting their concern for their colleague's suffering due to various work pressures. The result also suggests how heads of the academic department assign numerous administrative tasks, such as preparing electronic credits and follow-ups, solving department's matters, responding to students' questions, following up the progress of the educational process, and developing study plans. It was found that the academic department head failed to coordinate and find time to fulfill these responsibilities. Often the head of the department would lose control and temper, which results in job alienation, distress and embarrassment among the faculty members in the academic department. In such situations, it is necessary for the academic head to leave his office to feel comfortable, even for brief periods, to relieve work pressures and job alienation (Abdel Salam, 2013; Kanaan, 2018).

In addition to this, the results also hinted at how to deal with deans' and university administrations' moods and the instructions and directions issued by them. It is a great challenge to defy these university officials. Therefore, from the point of view of the faculty, there was a (high) level of alienation among academic department heads. The result of this question agreed with previous studies (Al-Zaben, 2020; Awang, 2017; Taamneh & AL-Gharaibeh, 2014), and differed with (Abdel Samie et al., 2022; Al-Ghamdi, 2021).

*Results of the second question***:** Are there statistically significant differences between the arithmetic means of the study sample members' responses with regard to the level of job alienation among heads of academic departments in Jordanian universities from the point of view of their faculty members, due to the variables (Gender and years of experience) at the level of significance (α= 0.05)?

To answer this question, the responses of the study participants about the degree of job alienation, according to each of the two study variables, was calculated using the following methods: arithmetic means, standard deviations, single variance analysis (One Way

ANOVA), the "T-test," and the (LSD) test for dimensional comparisons.

For the gender variable, a t-test was performed to compare the means of the study sample participants' responses to the aspects of job alienation according to the gender variable. Table 2 presents differences in the study sample members' mean replies. For the responses of the study sample participants, which also included academics from Jordanian universities, arithmetic means and standard deviations were calculated.

Table 2

Means and T-Test Results for the Participants' Responses to the Aspects of Job Alienation According to the Gender Variable

Gender	N	Mean	SD	t	df	Sig
Male	211	4.07	0.46	3.705	305	0.00
Female	95	3.83	0.55			

The results of Table 2 show that there are statistically significant differences between the responses of the study sample members to the level of job alienation among heads of academic departments in Jordanian universities from the point of view of their faculty members, with the differences being in favor of males due to the gender variable.

The findings reveal that the percentage of female faculty members at each university does not exceed 31% of all faculty members. This can be interpreted in various ways. First, it suggests that, due to the small percentage of female employees, the academic department's head is able to collaborate with the female colleagues. These female teachers are often relieved of heavy workloads like administrative and committee responsibilities, considering their various social and domestic roles of mother, wife, etc. As a result, it was discovered that a female employee spent little time in the department, paid little attention to how much the academic department head suffers when processing various files, and how much this reflects on the demands of his job and his sense of job alienation. On the contrary, the male colleagues were assigned roles and duties in various committees for the benefit of the department, and also offer some relief to the head of the department. The result of this study agreed with Hosseinzadeh et al. (2014), in that the rate of alienation among males is higher than among females.

Likewise for the Years of experience variable, arithmetic means and standard deviations for the degree of job alienation were calculated. Table 3 illustrates these results:

Table 3

Means and Standard Deviations of the Degree of Job Alienation from the Point of View of the Study Participants According to the Years of Experience Variable.

Years of experience	Number	Mean	SD
Less than 5 years	56	3.95	0.47
From 5 to 10 years	104	4.01	0.36
10 years or more	146	3.81	0.64

The results in Table 3 indicate that there are apparent differences between the responses

of the study sample members to the degree of job alienation among heads of academic departments, due to the variable years of experience. To determine these differences, a one-way analysis of variance test was conducted, where the value F = 4.53 and statistical significance <0.01 indicated that there were statistically significant differences between the responses of the study participants to the degree of job alienation among heads of academic departments in Jordanian universities from the point of view of their faculty members, due to the variable years of experience.

A test (LSD) was conducted for dimensional comparisons between the arithmetic means of the categories of the years of experience variable in order to determine the trend of differences in this field according to that variable. The results showed that there were statistically significant differences between the responses of the study sample members to the level of job alienation among heads of academic departments in Jordanian universities from the point of view of their faculty members, with the variable of years of experience being attributed to the difference in favor of those whose experience was (from 5 to less than 10 years). In favor of those with experience (less than 5 years) compared to those with experience (less than 5 years), and (10 years or more) compared to those with experience (less than 5 years).

This result can be explained by the fact that less experienced and newly hired faculty members were more aware of the suffering and alienation of the head of the academic department because they were present in the department during all designated working hours and showed commitment and willingness to work in order to demonstrate their presence and competence and reflected a favorable image among the college administration. In addition, unlike those with more experience, who we find to be more stable in work, family, and community connections prevented them from being present for a long time in the academic department, though some of them did not have family and social connections and were not yet married.

Lastly, since the department head is accountable to the college administration for completing the department's tasks and achieving its objectives, it was found that the less experienced teachers devoted their time within the department, took the initiative to help the department head accomplish what was required, and proved their presence to the department head. As a result, the newly hired groups of less experienced individuals were the ones who felt the academic department head's suffering and alienation closest.

Results of the Third Question: What is the level of seriousness in the work of faculty members in Jordanian universities from their point of view?

To answer this question, the arithmetic mean and standard deviation were extracted to determine the level of seriousness in work according to the responses of the study sample members, as shown in Table 4:

Table 4

Mean and Standard Deviations for the Level of Seriousness in Work

Variable	Mean	SD	Level
Seriousness in work	3.59	0.95	Moderate

With an arithmetic mean of 3.59, it shows that faculty members in Jordanian universities took their work seriously at a moderate level. This result, which reflects the reality of the situation, can be explained by the fact that the study sample accurately answered the questionnaire paragraphs in terms of this result. A portion of the faculty members felt that the department head's suffering and his sense of job alienation as a result of work pressures, the numerous duties, and their overlap. In addition, the percentage of females, as previously discussed, had nothing to do with the responsibilities placed on the department head. They did not even think to inquire about the sufferings of the academic head.

The most experienced individuals were also unconcerned with the difficulties and alienation that the department head experienced. According to them, an academic head performed his responsibility and was paid for this work. They began by pointing out that we were fulfilling our obligation to teach the courses, which indicates that their level of seriousness was moderate. This is in addition to the existence of other factors that affect the issue of seriousness, such as salaries, promotions, wise administration, academic freedom, instructions, and others.

The result of this study differed with Abdel Halim (2011), whose results showed that the degree of seriousness in work was to a high degree, and also with Makhamra (2018), whose results showed that the degree of seriousness in work was to a high degree, and it also differed with Merdasi and Maatouq (2022) which indicated that the level of seriousness at work was low.

Results of the Fourth Question: Are there statistically significant differences between the arithmetic means of the study sample participants' responses regarding the seriousness of the work of faculty members in Jordanian universities from their point of view due to the variables (gender and years of experience) at the significance level ($\alpha = 0.05$)?

To answer this question, the arithmetic means and standard deviations were calculated, and the one-way analysis of variance (One Way ANOVA), the t-test, and the LSD test were used for post-comparisons of the responses of the study sample members about the level of seriousness in order to answer this question. In work, in accordance with each of the two study variables, results are given as follows:

For the gender variable, a t-test was used to compare the average responses of the participants to the level of seriousness at work according to the gender variable. Arithmetic means and standard deviations were calculated for the responses of the study sample members from faculty members in Jordanian universities. T = 0.32, with 0.00 being the statistical significance. Accordingly, the gender variable, where the differences were in favor of males, indicates that there are statistically significant differences between the responses of the study sample members to the level of seriousness in work among faculty members in Jordanian universities from their point of view.

This result can be explained by the fact that male faculty members spent more time in the department than female faculty members since the latter were too busy taking care of their families, and had no time, commitment and seriousness to assist the department head. Only the male participants were found active in department committees and

contributed to other requirements. They worked closely with the head of the academic department on numerous projects and duties. They followed up on several requests to grow and improve the department by becoming more engaged in the operations of their department. This is in addition to helping their department compete with other departments, recognizing their value, and discovering themselves.

Some of the male participants also had the desire and ambition to hold administrative positions at the university, so it was observed that they took initiative in collaboration and exerted more effort to establish a good reputation that could qualify them to hold such positions. On the contrary, the female employees lacked such ambition for administrative positions out of a desire to have obligations, tasks, and priorities in their life, the most significant of which are requirements, priorities, and tasks. The result of this study differed from Makhamra (2018), which showed that there were no differences in the level of seriousness in work due to the gender variable.

Based on the Years of experience variable, the means and standard deviations were calculated, to determine the level of seriousness in work, from the point of view of the study participants. The results are shown in Table 5:

Table 5

Means and Standard Deviations for the Level of Seriousness in Work from the Point of View of the Study Sample Members According to the Years of Experience Variable

Field	Years of experience	Number	Mean	SD
	Less than 5 years	56	3.88	0.75
Seriousness in work	From 5 to 10 years	104	3.99	0.42
	10 years or more	146	23.8	0.86

The results of Table 5 indicate that there are apparent differences between the responses of the study sample members to the level of seriousness in work of faculty members in Jordanian universities from their point of view, due to the years of experience variable. To determine these differences, a one-way analysis of variance test was conducted, with a value of F=728.2. With a statistical significance of 0.00, which indicates that there are significant differences between the responses of the study sample members to the level of seriousness in work of faculty members in Jordanian universities due to the years of experience variable.

A test (LSD) was run for post comparisons between the arithmetic means for the categories of the years of experience variable to determine the direction of the differences. This revealed the presence of statistically significant differences between the responses of the study sample members to the level of work seriousness of faculty members in Jordanian universities at the level of significance (α= 0.05). From their point of view, it is because experience levels vary, favoring those with experience of between 5 and less than 10 years compared to those with experience of less than 5 years and those with experience of 10 years or more, and favoring those with experience of less than 5 years compared to those with experience of 10 years or more.

This result can be explained by the presence of an effect for the less experienced category in the seriousness of work, as it is evident that they are more dedicated to official working hours and participate with the department head in various department tasks, and

they accept to work in a team spirit with high morale to prove their worth and out of a desire to reflect a positive image to the college and university with an effort to achieve self-satisfaction and general satisfaction within the college, as well as to build successful social relationships with all colleagues in the college to gain the love and satisfaction of everyone, and this in itself is a success.

Therefore, when compared to other more experienced categories that have stability, security, and employment stability, this group achieved a good impact on the seriousness of work. As a result, we observe them performing their work with less seriousness because they are more familiar with the work routine and its requirements, and some of them have attained a level of self-satisfaction and contentment where they are happy to perform the tasks assigned to them without being given any more. We discover that some of them have lost interest in what is going on in the academic world as a result of their discontent with the approach and philosophy of university management.

Results of the Fifth Question: Is there a statistically significant correlation at the significance level (α = 0.05) between the degree of job alienation and the level of seriousness in work for faculty members in Jordanian universities?

To answer this question, the Pearson correlation coefficient was used for analyzing the responses of the study participants, and to determine the relationship between the degree of job alienation and the level of seriousness in work for faculty members in Jordanian universities. The results are shown in Table 6:

Table 6

Results of the Pearson Correlation Coefficient Between the Degree of Job Alienation and the Level of Work Seriousness for Faculty Members in Jordanian Universities

Variable	Loss of control	Loss of meaning	Loss of standards	Social isolation	Non-belonging	Job alienation
Seriousness in work	0.68*	0.56*	0.76*	0.86*	0.84*	0.88*

Table 6 shows the results of the Pearson correlation coefficient for the responses of faculty members. The results show a strong relationship between all aspects of job alienation and seriousness in work, which is high, positive, direct, and statistically significant. The results also indicate that there is a high, positive, direct, and statistically significant correlation between the degree of job alienation and the level of seriousness in work for faculty members in Jordanian universities, where the value of the total correlation coefficient reached (0.88).

This result can be interpreted to mean that the answers to the study's questions were complementary to one another and expressed the viewpoint of the study sample and its variables, as it became clear that the more alienation the head of the academic department experiences, the more this is reflected in the lack of seriousness with which the faculty members approach their work and the more open and cooperative he is with his peers. Work displays how serious and committed a department is to pursuing its objectives, as well as how positively competitive it is with other departments in pursuing the university's overarching objectives of teaching, scholarly research, and community service.

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Conclusion

Faculty member who performs their duties with the utmost professionalism must experience a high level of job satisfaction. It inspires them to give of themselves and do whatever they can to impart knowledge to the next generation in a way that will put them on the first step of the ladder of success. However, a direct relationship with the direct supervisor, the academic head of the department, is one of many elements that restrict his activity and creativity in the field of teaching.

The results of this study showed that, from the point of view of faculty members, heads of academic departments at Jordanian universities experienced a high degree of job alienation. The aspects of loss of control and loss of meaning came in first and second, respectively, and with high degrees. The aspects of loss of standards and loss of control came in third and fourth, respectively, with high degrees. The aspect of non-belonging came in last place, with a high degree. The results also indicated that differences in the study participants' views of the degree of job alienation among heads of academic departments in Jordanian universities were influenced by variables of gender and years of experience.

The study participants' views of the seriousness in work vary depending on their gender and years of experience. The results also showed a high and positive correlation between job seriousness and all aspects of job alienation. The study recommends working on the best method of selecting the head of the academic department from among the faculty members who experience security, stability, and employment stability as well as recommending academic department heads participate in lectures, seminars, and courses on the subject of job alienation to raise awareness of this issue.

In light of these results, the following recommendations can be suggested:

1. The universities should make an optimal selection of the head of the academic department from among the faculty members who enjoy security and job stability.
2. There should be an increased participation of academic department heads in courses, seminars and lectures on the topic of job alienation to increase awareness of this topic.
3. There should be optimal choice of university administration to achieve general satisfaction in the institution, which should be reflected in the seriousness of work of various categories of faculty members, irrespective of gender or years of experience.
4. Incentives for heads of academic departments should be increased in exchange for the work assigned to them, as the department represents the university's work kitchen.

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